

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. DOGGETT) is recognized for 5 minutes.

(Mr. DOGGETT addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Indiana (Mr. BURTON) is recognized for 5 minutes.

(Mr. BURTON of Indiana addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Oregon (Mr. DEFAZIO) is recognized for 5 minutes.

(Mr. DEFAZIO addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. HENSARLING) is recognized for 5 minutes.

(Mr. HENSARLING addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Indiana (Mr. CHOCOLA) is recognized for 5 minutes.

(Mr. CHOCOLA addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

HONORING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCU) WEEK

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Illinois (Mr. DAVIS) is recognized for 5 minutes.

Mr. DAVIS of Illinois. Mr. Speaker, I rise today to speak in honor of Historically Black Colleges and Universities.

HBCUs are indeed special to me, since it was when I was 16 years old that I left home to attend the University of Arkansas at Pine Bluff, which was AM&N College at that time. The University of Arkansas at Pine Bluff ended up being very significant to my entire family. As time went on, my six brothers and sisters also attended the University of Arkansas at Pine Bluff, as well as nieces and nephews and a number of cousins. When I look around my office, there are a number of individuals who have attended Historically Black Colleges and Universities, such as Wilberforce, UAPB, Morehouse, Howard, and Jackson State. The reality is that for thousands and thousands of individuals, without these institutions being available, well equipped, ready, and prepared, many of the individuals who have managed to rise above the individuality of their circumstances would have never been able to do so.

Before the Civil War, higher education for black students was virtually non-existent, except for a minor few like Frederick Douglass,

who did receive schooling but often in hostile, informal settings or were forced to teach themselves. But as Frederick Douglass said, "If there is no struggle, there is no progress." And progress was made. The Morrill Land-Grant Act gave federal lands to the States for the purposes of opening colleges and universities and with great success many institutions were created. However, only a few were open to African Americans. In 1890, 28 years later, this issue was addressed and the second Morrill Land-Grant Act was passed and specified that states must either make their schools open to both blacks and whites or allocate money for segregated black colleges to serve as an alternative to white schools. A total of 16 exclusively black institutions received 1890 land-grant funds.

Today, there are 103 black colleges, recognized by the Department of Education, because they were founded before 1964. Today, there are about 270,000 students attending black colleges and universities and thousands of students graduating annually from black colleges. The Historically Black Colleges and Universities have produced 35 percent of all black lawyers, 50 percent of all black engineers and 65 percent of all black physicians. No school sends more blacks to medical school than New Orleans' Xavier University, and, while HBCUs constitute only 3 percent of the country's institutions of higher education, 28 percent of all blacks who receive bachelor's degrees earn them from black institutions.

As it is evident by the number of African Americans who receive a degree from one of the Historically Black Colleges and Universities, these institutions also play an important role in the communities which they serve. Black Colleges are the social, economic and political beacon within the communities in which they are located. For instance, the University of Arkansas at Pine Bluff has a bell tower on the campus, which is the tallest structure in that area. It stands as a symbol of educational opportunity and hope for the African Americans growing up around the University, in that area. HBCUs are necessary, not just for young African Americans, not just for the communities where they are, but also because they are an incredibly important part of American history. During the next few weeks as the Committee on Education and the Workforce address the issue of Higher Education as we reauthorize the Higher Education Act, I shall endeavor to ensure that the Historically Black Colleges and Universities are not forgotten and receive the attention they deserve.

Mr. Speaker, education is the great equalizer, and, in the last few decades, having a college degree has been more than important to finding a job with a livable wage and reasonable benefits. HBCUs have made it possible for thousands of African Americans, including myself, to grasp and take part in seeking the American dream.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Tennessee (Mrs. BLACKBURN) is recognized for 5 minutes.

(Mrs. BLACKBURN addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentle-

woman from the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia (Mr. NORWOOD) is recognized for 5 minutes.

(Mr. NORWOOD addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Wisconsin (Ms. BALDWIN) is recognized for 5 minutes.

(Ms. BALDWIN addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. PAUL) is recognized for 5 minutes.

(Mr. PAUL addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Ohio (Mr. STRICKLAND) is recognized for 5 minutes.

(Mr. STRICKLAND addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Mr. CUNNINGHAM) is recognized for 5 minutes.

(Mr. CUNNINGHAM addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

HONORING MR. OSCAR PETERSLIE AS WISCONSIN'S OUTSTANDING OLDER WORKER

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Wisconsin (Mr. KIND) is recognized for 5 minutes.

Mr. KIND. Mr. Speaker, tonight I rise to honor my good friend Oscar Peterslie who received the Outstanding Older Worker award in the State of Wisconsin for 2003 by the Experience Works Prime Time Awards Program. Experience Works, a nonprofit focused on employment, training and community services for older workers, began the Prime Time Awards Program 6 years ago, and Oscar is the first winner from La Crosse, Wisconsin.

I applaud Oscar who, at the age of 81, currently works more than 40 hours per